



The New Zealand Association of Open, Flexible and distance Learning  
Te Hunga Tatai i te Ako Pamamao

ISSN 2230-2190 Engaging with Open, Flexible and Distance Education in all Sectors of New Zealand

## A mOOC Prepared to Make a Difference

Professor Niki Davis and Wayne Mackintosh  
University of Canterbury e-Learning Lab and OERu

mOOC's arguably form one of the most discussed topics in education today providing the means possible to disperse education to a widening audience, allowing Universities a new mean of recruitment and delivery. The University of Canterbury e-Learning Lab and OERu discuss their recent collaborative experience.



Source: <http://www.flickr.com/photos/katerha/4436395036>

MOOCs, Massive Open Online Courses, emerged six years ago opening up new possibilities and challenges for educational institutions and learners worldwide. The possibilities include higher profile for popular lecturers and their innovative institutions who provide free access to their courses often as a 'loss leader' to recruit students and/or a philanthropic choice to enable more learning for those who are not able to afford to pay tuition. The phenomenon has been seen by some to threaten the current higher education business model and/or a distraction from high quality offerings, although it may simply be seen as a recent educational fad unworthy of the related frenzied media reports

(Daniel 2012). The phenomenon has spread with multinational consortia with commercial interests such as Coursera promoting them (Young 2012). As an emergent phenomenon in 2013 relevant MOOCs were a topic that I was keen to include in my postgraduate course for educators, 'EDEM630 Change with digital technologies in education', and so I decided to include such an experience within my course before realising the multiple innovations involved.

I have been an online and blended teacher/facilitator for decades but

The mOOC showed that we are open to sharing our resources and learning in a way that benefits the global community

always with the goal of creating an authentic learning community of students who are supported and encouraged to apply their studies to their own context (see e.g. Correia & Davis 2008). Students who choose to study with me in my graduate and postgraduate courses are usually educational or training professionals working in schools and colleges or related professional and organisational development. These courses grow into strong professional learning communities that support individual professional development as well as significant change for their organisations (Dabner, Davis & Zaka 2012).

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## From the Editors

The DEANZ magazine providing you with up-to-date news on all things related to open, flexible and distance education.

After a slight hiatus and a redrafting of the DEANZ Communication strategy for 2013-2015 (see p. 21-23 for the full plan) this issue is full of useful reminders of conference updates (p. 24), DEANZ Executive Member Mark Nichol's guide to stimulating literature (p. 17), new publication notifiers (p. 19) and even a history of Distance Learning (p. 18).

DEANZ President Mark Brown provides us with the latest DEANZ President's report (p. 14). Our cover story this issue explores the use of a collaboratively designed mOOC at University of Canterbury.

We have updates on a number of exciting events DEANZ is currently involved in including an AKO Aotearoa funded joint project (p. 8) and the upcoming 2014 DEANZ Conference (p.19).

Derek Wenmoth, DEANZ Executive Member and avid blogger provides us with an timely reminder on why it is advantageous to remain current with our technology use and vital to further develop students' digital literacy (p. 20). Dr. Keryn Pratt shares her Otago student's experience with access to technology (p. 13) and Massey University leads the way in distance

learning by becoming the first New Zealand provider to sign with Open2Study, an initiative from Open Universities Australia (p. 9).

We have placed a call for Expressions of Interest to assist in the Editing of the DEANZ-based Journal of Open, Flexible and Distance Learning (JOFDL) (p. 10) with interested individuals to contact Andrew Higgins @ [andrew.higgins@vodafone.co.nz](mailto:andrew.higgins@vodafone.co.nz)

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We would like to hear from you. If you know of something interesting happening at your campus, articles of interest, items to include or what you would like to see in the DEANZ magazine then let us know.

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Nick McGuigan and Thomas Kern



Keep in touch with news from DEANZ

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We would like to hear from you. If you have an idea of what you would like to see in our quarterly newsletter or would like to submit a contribution please get in touch us. Contact details to the left.

## A mOOC Prepared to Make a Difference

continued from page 1...

Given the fact that a MOOC is designed for an unlimited number of learners to engage in, it may seem illogical to expect that it could become a community and produce authentic products of the learning that would be of value to the students. However, John Daniel's (2012) paper that provides a strategic overview of MOOCs within the wider field of educational technology clarifies that the first MOOCs emerged with a community or connectivist philosophy, abbreviated as "cMOOC". However, more recently commercial providers like Coursera and Udacity have emerged; they incorporate a more programmed learning approach based on video, quizzes and assessment activities leading to "certificates of achievement". These certificates do not necessarily carry university credit and one of those may be labelled an "xMOOC". A key distinction is that the early cMOOCs were based on building a community of learners with open access and open educational resources whereas the xMOOCs are largely based on all rights reserved materials and mostly have little or no communication with the learning community including the course leaders. We agree with Daniel that, given the very significant differences, these two types of MOOC are best considered as two related phenomena. Unfortunately xMOOCs are currently largely overshadowing the cMOOCs and

the lack of distinction between the two phenomena is confusing. Both authors teaching philosophies require that we engage with a cMOOC, rather than downgrade to an xMOOC.



Source: <http://www.flickr.com/photos/gwire/3397651143/>

For the 2013 offering of my course I had already agreed to a significant challenge with another relatively recent phenomenon, namely the newly formed OERu (OER university, see [http://wikieducator.org/OER\\_university/Home](http://wikieducator.org/OER_university/Home)). As a founding partner in OERu, I had volunteered my course (EDEM630 'Change with digital technologies in education') as a contribution to OERu and thus had agreed to, at least, start to redesign the course so that it would become truly open with all the content in open educational resources (OER). The University of Canterbury was very fortunate to recruit the services of the OER Foundation to work with me on the course, so that Wayne Mackintosh, Director of the OER Foundation and also one of the founding leaders behind the OERu with expertise in OER, learning design and scenario planning (among other things) joined me to redesign my course.

I added to the OERu innovation by suggesting a cMOOC and, as a result, we collaboratively

designed a micro Open Online Course (mOOC) as part of this year's offering of my postgraduate course. It became the second of eight sections in the course. In our context, micro refers to a sub-component of a formal academic course. The mOOC was designed to utilise a number of cMOOC-like features, for example the distribution of learning materials blended with interactions across the Internet. It was also carefully designed to blend within the University's Moodle Learning Management System so that my Canterbury students could continue to use the same course interface and have the additional support that our students expect and deserve from their course teachers and librarians etc.

We chose a topic in which Wayne is an expert, Scenario Planning, and one in which I had recently led a research project for DEANZ (see DEANZ Magazine 2012 <http://www.deanz.org.nz/home/index.php/deanz-magazine>). The web site of the national research project on building scenarios (<http://ako.aotearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand>) for the tertiary sector in New Zealand, funded by New Zealand's National Centre for Tertiary Teaching Excellence, Ako Aotearoa (Ako) was linked to provide a useful set of material for one of the sections in the course on a manager's perspective (see [http://wikieducator.org/A\\_managers\\_perspective\\_of\\_scenario\\_planning/DEANZ\\_Case\\_study](http://wikieducator.org/A_managers_perspective_of_scenario_planning/DEANZ_Case_study)).



Ako's move to creative commons licensing some years ago to promote more equitable participation and dissemination was particularly valuable to the design and philosophy of this mOOC.

Wayne later identified an interesting connection between OERu and that DEANZ 2016 research project. One of the four scenarios in the set produced to stimulate relevant planning for tertiary education in New Zealand, 'The quality branded consortia' scenario, now provides insights into decision-making for the international OER university collaboration that involves at least 26 partners from five continents.

This is the brief description of our mOOC "Scenario planning for educators" that can be seen along with all the material online WikiEducator (see [http://wikieducator.org/Scenario\\_planning\\_for\\_educators/About](http://wikieducator.org/Scenario_planning_for_educators/About)):

"What futures are possible in education? Education is rapidly changing locally and globally stimulated by the evolution of digital technologies worldwide. While it is difficult to predict the future, foresighting techniques can help us to capture the dynamic of change by placing today's reality within the context of tomorrows' possibilities.

Scenario Planning for Educators (SP4Ed) is a free micro Open Online Course (mOOC) that will introduce educators in all sectors of education to the technique of scenario building to improve

strategic planning with the aim of drawing us towards better futures.

A MOOC-like course in association with OERu and the University of Canterbury e-Learning Lab.

Co-led by Niki Davis, University of Canterbury Professor of e-Learning (who will introduce the DEANZ2016 scenarios project) and Wayne Mackintosh, Founding Director of the OER Foundation (who brings extensive experience in design and planning open education). The course will bring thought leaders on educational futures together to think about how we can make the future happen.

This innovative mOOC provides a 'taste' of the OERu course 'Change with Digital Technologies in Education' (#OERuCDTE), which runs in parallel with the University of Canterbury postgraduate education course EDEM630 with the same title."

We have often included visiting speakers in our courses and this course was no exception. Both Wayne and I were delighted with the responses from four international experts who freely shared their views of the drivers of fundamental change in education with a video signpost and suggestions of further resources ([Terry Anderson](#), Tony Bates, [Ray Schroeder](#), [Stamenka Uvalić-Trumbić](#) with [Sir John Daniel](#), and [Derek Wenmoth](#)). The drivers that they identified included the topic of Massive Open Online Courses

(MOOCs) reflecting on the current 'herd' behaviour of higher education institutions joining the MOOC phenomenon in the absence of an obvious way for institutions to cover the costs of development (Daniel 2012). As these presentations are all now openly available as OER with clear Creative Commons licensing on WikiEducator, that and other content can be adopted and adapted into other courses worldwide, including more MOOC varieties.

To reduce the risk for University of Canterbury students, we successfully piloted the two week mOOC in May 2013 while I was visiting the University of Oxford in the UK. The fully fledged version became part of my semester-long course in early August 2013 and was an outstanding success in our view, for both the University of Canterbury and the OERu.

As leader of the University of Canterbury e-Learning Lab ([http://www.education.canterbury.ac.nz/research\\_labs/e\\_learning/index.shtml](http://www.education.canterbury.ac.nz/research_labs/e_learning/index.shtml)) I had negotiated for the university to become a founder member of OERu, leading me to volunteer this course as a contribution to our philanthropic initiative and commitment to community service. It seems right to innovate whilst simultaneously, facilitating professional learning about change with digital technologies. There is a synergy and an opening up of opportunities for both individual participants and organisations.

However, it did result in an uncomfortable degree of exposure for Niki and her university as we designed out in the open on WikiEducator. The feeling was akin to the exposure that can be felt when climbing a steep mountainside and the best way to reduce it is to have a buddy and rope up. Wayne was the buddy that gave Niki the confidence to handle the exposure successfully.

The changes involved in working with OER and OERu have been far more extensive than Niki could ever have imagined! For example, advanced course content design had to be much tighter to handle the unpredictable number of participants who could and did enrol from many diverse contexts and countries with widely varying levels of knowledge and skills. Niki had become accustomed to envisaging what her students needed with many opportunities to add more when additional needs become obvious or individuals requested more. Another example was the OERu application of micro-blogging, rather than her accustomed facilitation of a coherent threading of discussion forum posts in Moodle. Instead the mOOC had communication in micro-blogging that OERu technology cleverly drew together in a stream linked to the home page of our mOOC as well as each participant's OERu course dashboard. The stream of messages was exciting and coherence could be drawn from it, particularly with judicious selection to read and respond to some of longer Blog postings as well as the stream of shorter messages. University students who

wished to remain in a quieter backwater could participate from within a threaded discussion forum in the University's Moodle LMS, and their contributions were passed on to the stream.

After the mOOC was over, the OERu team led by Wayne produced a public report to inform the OERu community and others. The report introduced the mOOC innovation as follows:

Scenario planning for educators (SP4Ed) was designed as a micro Open Online Course (mOOC) by the e-Learning Research Lab at the University of Canterbury in collaboration with the OER Foundation for the OERu international collaboration. We have offered two SP4Ed course pilots:

SP4Ed 13.05 (22 May to 5 June 2013) was presented as a small pilot to test the design of the course, a new wiki-based registration feature for emailing course instructions and a blog aggregator for the WENotes course feed.

SP4Ed 13.07 (29 July - 9 August 2013) was offered in parallel mode for students registered for the Change with Digital Technologies in Education course (EDEM630) in the Postgraduate Diploma in Education (e-Learning and Digital Technologies) at the University of Canterbury in parallel with free OERu learners. This was the first OERu prototype mOOC to be offered in parallel mode. SP4Ed 13.07 did not provide assessment services towards formal credit for the free

OERu learners, however, participation in this mOOC was a requirement for the EDEM630 students.

A key feature of these pilot SP4Ed mOOCs was the international spread of participants providing a unique opportunity for students registered at the University of Canterbury to interact with an international community of learners during SP4Ed 13.07. This level of internationalisation is not easily replicated with traditional online courses at residential universities. The SP4Ed13.05 offering generated baseline data which could be used to compare engagement metrics when integrating the SP4Ed 13.07 mOOC within a formal academic course. Both SP4Ed instances generated positive evaluation results. (Extracted from [http://wikieducator.org/OER\\_university/Planning/Analysis\\_of\\_SP4Ed\\_prototype\\_courses](http://wikieducator.org/OER_university/Planning/Analysis_of_SP4Ed_prototype_courses)).

The key findings presented in the OERu report are:

- “Integrating a micro Open Online Course within a formal university course in parallel with the free international OERu learners significantly increases interaction and reduces attrition measured by the analysis of page views of the course materials for the duration of the course.



Source <http://www.flickr.com/photos/dominicpics/1127762669/>

- The critical mass achieved by the scale of the mOOC achieves benefits for both registered university students who can interact with an international community of OERu learners who themselves benefit from increased peer-learning support from students participating for formal academic credit.
- The qualitative responses from students report that the mOOC delivery model was a positive online experience contributing to the quality of their formal learning within the context of a post-graduate course.
- The qualitative responses from students report that the mOOC delivery model was a positive online experience contributing to the quality of their formal learning within the context of a post-graduate course.
- The majority of respondents (76%) in the final course evaluation for SP4Ed 13.09 recommend that a micro-credential should be considered for future offerings."

The OERu report provides detailed quantitative data using the web statistics indicating good engagement from about 120 participants from over 30 countries, including around 20 students enrolled with the University of Canterbury. The concept of scenario planning was new to the majority of participants (92% of respondents rated their knowledge at the "beginner" level before the start of the course), whereas after completing one of the SP4Ed mOOCs 74% rated their knowledge at the "intermediate" level and 22% at the "advanced" level.

For Niki, as a university teacher educator, the most important feedback has been from the students, most of whom clearly enjoyed the challenge. The following comments from students quoted in the report indicate significant enthusiasm and appreciation for cMOOC type of design and content:

•"*... this has been my first tweet, wiki and mOOC. I have loved it as it is the best [professional development] and learning I have done in decades of academic and teaching workshops.*"

•"*More Please. Most stimulating learning in my entire Masters course papers. Couldn't maintain this pace for too long though. The comparison between this course and others at the same level within the university is huge, both in requirements, what it offers, the presentation, the rigor of thinking required. This is on a different planet- I am better off for having participated- but it does make me view some other courses with a different lens now.*"

•"*... this is an awesome course. I recommend it unreservedly to all teachers, scholars and funders - support this course as it supports teaching and learning like no other.*"

•"*Brilliant experience. I have already recommended this to a few colleagues and friends. It was exciting and challenging to be a participant on SP4Ed.*"

•"*Absolutely delighted and impressed by the quality of world-wide people in the course videos who offered valuable insight into each component of the sessions. ...Also getting to know students quickly by what they posted as tweets/WENotes.*

*Although they were micro-blogs, you got to know the 'personality' of the participants and you could log in anytime day or night and someone else was on too."*

•"*I enjoyed creating the blogs and reading other participants and would now have no hesitation to use them with classes now (lack of knowledge before this course and feeling a little insecure of how they work etc has made me not have one before now).*"

•"*Linking with so many new participants via Twitter has been amazing - as well as 'following' all these new people, I have also 'followed' lots of new Tweeters which is brilliant for networking purposes and keeping up to date quickly."*

•"*I now have a fascination for open online learning and have recommended it to literally hundreds of people over the last couple of weeks. Thank you for an amazing learning experience particularly into the scenario planning."*

In addition, the OERu report was discussed online with the students in a University of Canterbury discussion forum before the end of the course. Over the years Niki has often had students suffer 'withdrawal symptoms' when their online experience comes to an end at the end of the course and that remains one indication that a learning community had been formed. It appears that the intensity of our mOOC experience also engendered that feeling for at least one who said online: "I personally miss it [the mOOC] although at the time it felt like we were racing down a snowy slope with no brakes!



The work now feels a little flat and grey. It's a bit like when you finish a really really good book and realize the author hasn't written a sequel yet. I hadn't realized how many countries had participated in the mOOC." This provides evidence that the mOOC was of the cMOOC type.

Students' questions included some that are being actively researched to better understand engagement in open courses, including this mOOC variation (see for example Ossiannilsson & Creelman 2012; Witthaus 2012). For example, a student's question about the intention of non university participants who studied with mOOC led Wayne to clarify that participants in an open course environment engage for a wide range of reasons, which may not be related to traditional study and, in addition, the nature of open courses is such that it is particularly hard to analyse why they participate.

Our SP4Ed mOOC has generated valuable insights into formulating hypothesis for future research, for example:

- The page views of the learning resources correspond with the number of original registrations suggesting that "silent observers" remained for the duration of the course. This is not a typical phenomenon judging by the data generated from many of the commercial xMOOC offerings that have large attrition rates. We suggest that the calibre of contributions from students enrolled and paying to study generates a critical mass of engagement "motivating" many more participants to continue

interacting with the course materials.

- The inclusion of a wide international audience added value to the learning experience for the students enrolled with University of Canterbury, who would not have engaged with participants from over 30 different countries in an online course that is closed to learners that are not enrolled.

This mOOC project provides a practical example of how to integrate the local learning management system with a course on the open web. The SP4Ed mOOC has demonstrated a win-win strategy for universities to provide an authentic international community learning experience while widening access to learning opportunities through an agenda of social inclusion. As universities are challenged with rising costs, the mOOC model combined with OER could contribute to more sustainable education futures.

Perhaps most importantly of all for the University of Canterbury and our students was that the mOOC showed that we are open to sharing our resources and learning in a way that benefits the global community, which is the goal of OERu. Thus the engagement of these students in the University of Canterbury postgraduate course in New Zealand is supporting an international philanthropic collaboration that aims to assist in reducing the challenges of widening access to affordable tertiary education for learners who, for whatever reason, are excluded from the privilege of a tertiary education. In other words, we and our students were prepared to take a risk to make a difference, which is in line with the University of

Canterbury's recently revised vision and graduate outcomes as "people prepared to make a difference".

#### Acknowledgements

Thanks to all who made this innovative project possible particularly our students, mOOC participants, OERu staff, and the University of Canterbury including staff in Learning Resources particularly Herbert Thomas who leads the ELM team. This article retains the Creative Commons licence adopted by OERu. The University of Canterbury membership of OERu is a project of the e-Learning Lab.

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## DEANZ places NZ OFDL Practitioners firmly in an International Sphere

A recent DEANZ and AKO AOTEAROA jointly funded project looks set to provide NZ OFDL practitioners an exciting opportunity to engage and share best practice with the international OFDL community.

DEANZ has recently been successful in a proposal to Ako Aotearoa to prepare a series of orientation resources.

The project, entitled “An online orientation to Open, Flexible and Distance Learning”, will result in a free online professional development opportunity, based on the foundational ideas and theories related to OFDL.

The objective is to orientate OFDL practitioners, both academic staff and managers, to the international OFDL community, effective practice models, and theoretical frameworks.

“The idea was discussed at a DEANZ planning day earlier this year, and the proposal was enthusiastically endorsed by Ako Aotearoa”, project leader, Mark Nichols of Open Polytechnic, says.

The project aims to:

1. Determine the foundational ideas, principles and theories of OFDL drawing in the expertise of DEANZ and ODLAA (Open, Distance Learning Association of Australia) executive members.
2. Develop a series of resources (existing readings, video interviews, online presentations, links) to

introduce participants to those foundational elements.

3. Prepare an online orientation experience that draws participants into the foundational elements of OFDL, and establishes a network of OFDL practitioners and theorists.

4. Link to existing resources and standards, for example the E-Learning Guidelines.

5. Introduce participants into the global community of OFDL, including professional organisations, research communities, and journals.

The project will be part-funded and be maintained by DEANZ, the New Zealand Association of Open, Flexible, and Distance Learning.

The project team includes Professor Mark Brown, Drs Bill Anderson and Jennifer Thompson, Michael Campbell, and Mark Nichols.

The four modules of the orientation programme are scheduled to be completed by the end of May, 2014. An initial planning day is scheduled for October 8.

For further details contact Project Leader:  
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## Massey University First in NZ to Join Free Online Learning Venture

Massey University has become the first New Zealand tertiary provider to join an international consortium offering open online courses.



Massey University  
leading the way  
in open online  
courses

After considering various online platforms, Massey has chosen to partner with Open2Study, created by Open Universities Australia. The partnership was made official on the 22 July 2013, with Vice-Chancellor Steve Maharey agreeing to start offering free online education this year through Open2Study.

Several well-known Australian universities have already joined Open2Study, including Curtin, Macquarie, and RMIT. OUA chief executive Paul Wappett welcomed Massey to the Open2Study platform. "Massey is known as one of the world's leading distance education providers and its reputation made it an obvious choice for one of our first partnerships outside Australia," Mr Wappett says.

Massey is New Zealand's largest university provider of distance and online learning, with about half its 34,000 students studying by distance. Mr Maharey says that for more 50 years tens of thousands of graduates have benefited from the ability to study from home while working or meeting other personal commitments that prevent them from studying fulltime at a campus.

"This is an exciting development in what is fast becoming an international revolution in tertiary studies," he says. "For just over a year now, Massive

Open Online Courses, known as MOOCs, have been offered around the world by some of the most prestigious and successful universities.

"It was an easy decision to partner with Open2Study as it will help create a high-quality pathway to learning that fits well with Massey's vision of being New Zealand's defining university and world leader in higher education and scholarship and our goals of internationalisation and providing an exceptional and distinctive learning experience for all students."

Mr Wappett says Open2Study provides an engaging and compelling education based on a comprehensive pedagogical model that recognises that online learners behave differently, and have different needs from on-campus learners.

"Open2Study offers the best possible online environment and techniques to help students understand what's being taught." These include a mix of six- to eight-minute videos, animations, simulations and quizzes, designed using high production values. Enrolling can be completed in less than 30 seconds. Courses can be completed in about four weeks.



Source: [http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle\\_uuid=21323ED0-D776-C340-6B5F-E037FA90D20E](http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=21323ED0-D776-C340-6B5F-E037FA90D20E)



The New Zealand Association of  
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Te Hunga Tātai i te Ako Pāramāo

## CALL FOR EXPRESSIONS OF INTEREST

### Editorial Team for the Journal of Open, Flexible and Distance Learning (JOFDL)

#### Purpose:

This is a call for Expressions of Interest (EOI) for a new Editorial Team of up to three editors (Lead and Two Associate Editors) for the *Journal of Open, Flexible and Distance Learning (JOFDL)* with responsibilities commencing at the start of 2014.

#### Background:

The Journal of Open, Flexible and Distance Learning (JOFDL) is a scholarly agent and flagship refereed journal of the New Zealand Association for Open, Flexible and Distance Learning (DEANZ). It is published twice each year. As such, the JOFDL disseminates scholarly work which advances the theory and practice of open, flexible and distance learning. The journal is committed to open scholarship and is an open access refereed academic journal which publishes under provisions of the Creative Commons Attribution 3.0 License.

The JOFDL publishes articles from around the world relating to primary research investigations, literature reviews, the application of open and flexible learning innovations, and the experiences of teaching at a distance. It particularly encourages original contributors in the Asia Pacific Rim to submit manuscripts related to open, flexible and distance learning that address the four streams of scholarship proposed by Boyer (1990):

- *Discovery* – investigative research, with supporting evidence for new ideas. **What is to be found?** Discovery research is typically study-based, grounded in existing literature and with sound methodology.
- *Integration* – the bringing together of existing ideas in a summarised form, with key themes identified. **What does what is found actually mean?** Integration involves working with existing ideas, based on extensive literature review across disciplines.
- *Application* – accounts of how distance education theory has been implemented in operational contexts. **How can what is found be used?** Application firmly rests on literature, providing an account of how theory has been applied and providing transferable lessons and opportunities for further research based on the experience.
- *Teaching* – accounts of innovative practice, preferably informed by student evaluation. **How can what is found be understood by others?** Teaching research is more than a 'look at what we did'; it is informed, reflective and ultimately useful in other settings.

Submissions of articles are in the length range of 4000-8000 words. Original contributions are accepted from authors in any organisation in any country, and membership of DEANZ is not a requirement for submissions. Articles are subjected to peer review on a double-blind, confidential basis by at least two referees from JOFDL's Editorial Review Board and Panel of Reviewers.

#### Independent Review:

This call for expressions of interest is the outcome of a recent independent review of the Journal commissioned by the DEANZ Executive Committee. The report presents a number of recommendations for the JOFDL and the new Editorial Team will play a key role along with the newly established Management Group in implementing many of these recommendations and setting the future direction of the Journal. A confidential copy of the independent journal review is available to prospective editors from the DEANZ Secretary, Dr Andrew Higgins: [andrew.higgins@vodafone.co.nz](mailto:andrew.higgins@vodafone.co.nz)

**Period of Editorship:**

The appointment of a new Editorial Team will be for two years for the Lead Editor and three years for the two Associate Editors, with an option of renewal for a second term. The rationale for different terms for the Lead and Associate Editors is to ensure continuity. The new Editorial Team will commence responsibilities at the start of 2014.

**Composition of the Editorial Team:**

The EOI allows individual prospective Editors to indicate whether they wish to be considered as the Lead Editor, the primary contact person, or one of two Associate Editors. Applications are also invited from teams of up to three prospective Editors who may wish to rotate and/or negotiate the Lead Editor role. Individuals can submit applications or prospective editorial teams.

**Duties:**

The Editorial Team is responsible for setting and maintaining the editorial direction of the JOFDL, and leading and managing the review of manuscripts and the publication of the Journal. Each issue will contain a brief editorial written by at least one member of the Editorial Team. Over the period of the Editorship, invited scholars may edit special issues but the Editorial Team will be responsible for ensuring the quality and timely publication of each issue. The Editorial Team will be required to meet with the Journal Management Group (online or via teleconference) at least twice each year to discuss the direction of the Journal and raise any issues for consideration. The Lead Editor will also be required to compile an annual report for the DEANZ Annual General Meeting (AGM). In addition, the Editorial Team will be expected to attend the biennial DEANZ conference and offer a workshop on publishing in the JOFDL.

**Journal Management Group:**

As the official journal of DEANZ, the Editorial Team and any other bodies necessary for the operations of the JOFDL operate in accordance with the DEANZ Constitution and under the governance of the DEANZ Executive Committee. A newly established Journal Management Group that includes two members of the DEANZ Executive Committee and the new Editorial Team will work together to effectively manage the affairs of the Journal including managing the budget. The Editorial Team has autonomy over the theme and content of each issue but the Management Group needs to be consulted when making major decisions about the editor direction of the Journal.

**Timeframe:**

Prospective Editors will be required to take up their appointment at the start of **2014** in order to commence work on implementing the recommendations and planning for manuscript submissions for 2014.

**Selection Criteria:**

Preference will be given to editorial teams that include members from, but not limited to, DEANZ and are familiar with the journal and related activities within the Asia-Pacific Rim. Essential criteria for the Lead Editor includes:

1. Experience in academic publishing together with awareness of issues associated with editing an international journal and maintaining quality indicators as judged by the sector;
2. A strong reputation in research and publication in the areas of open, flexible and distance learning;
3. Strong expertise in a range of research methodologies and knowledge that spans across a number of education subsectors;
4. Ability to lead and mentor a team of associate editors;
5. Ability to manage the complex operations of a journal effectively and efficiently
6. Commitment to the mission and objectives of DEANZ, including standing amongst members and future members;
7. Familiarity with and capacity to use the Open Journal Systems (OJS) electronic journal management system.

Associate Editors will need to demonstrate their ability to meet at least some of the above criteria as well as demonstrate a proven track record of effectively working as part of a team. A selection panel comprising the President and two members of the DEANZ Executive Committee along with an externally appointed person by the DEANZ Executive will review applications. Current members



of the DEANZ Executive may submit applications to be considered as Editors but must exclude themselves from the selection process.

**Written expressions of interest:**

Expressions of interest from both individuals and prospective Editorial Teams should:

1. Briefly state the proposed editorial vision and direction for the JOFDL
2. Indicate how you would help to address the recommendations from the independent review
3. Clearly address the essential criteria for the Lead Editor(s) and/or Associate Editor
4. Identify the particular strengths that you would bring to the Editorial Team
5. In the case of team applications, clearly describe the role and strengths of each member of the Editorial Team
6. Include a **short CV (2-3 pages maximum)** as an appendix

**Please note** that the EOI should be a **maximum of 4 pages** excluding appendices.

**Deadline:**

All applications need to be submitted by: **5:00pm 14<sup>th</sup> November, 2013**

**Questions:**

If you have any questions about the call for EOI then please contact:

Professor Mark Brown  
DEANZ President  
[m.e.brown@massey.ac.nz](mailto:m.e.brown@massey.ac.nz)

**Applications should be sent by email to:**

DEANZ Secretary  
Dr Andrew Higgins  
Email: [andrew.higgins@vodafone.co.nz](mailto:andrew.higgins@vodafone.co.nz)



**DEANZ AWARD**



DEANZ seeks to promote and reward excellence in e-learning, distance, open and flexible learning. The DEANZ Award is

open to individuals or groups in New Zealand, or New Zealand citizens living overseas, who have completed a project that meets the criteria of the Award. Awards are given for projects that advance understanding of best practice in e-learning, distance, open and flexible learning in New Zealand; are original or innovative in concept or application; are relevant to and whose

outcomes are useful to the e-learning, distance, open and flexible-learning community.

The award is made biennially to coincide with the DEANZ national conference.

**Contact:**

Derek Wenmoth  
Convenor of judges  
Email: [Derek.wenmoth@core-ed.org](mailto:Derek.wenmoth@core-ed.org)



## Tertiary students' access to technology has changed: Has our teaching kept up?

Dr. Keryn Pratt, Senior Lecturer and Postgraduate & Distance Co-ordinator at University of Otago, ponders the very question that faces us all in educational settings providing interesting insights.

At the start of every year, the Teaching and Learning Facilities Section of the Information Technology Services Division at the University of Otago survey students during enrolment or the start of semester one. They ask students to provide information about their level and area of study, their residence, and their access to a computer, laptop, and other forms of technology. They do this for a number of reasons, with the main focus being to ensure they can provide appropriate support for students and meet their needs. For teaching staff, however, this information has different implications. Knowing what technology students are using and have access to can - and perhaps should - have implications for how we teach.

The figures given are based on surveys from between 2150 students (in 2013) and 3303 students (in 2008), with this indicating response rates from approximately 11% to 18%. By 2013, almost all students (97%) reported having access to either a desktop or laptop, and in some cases both, at their residence. This increased from 93% in 2008, and from 72% in 1999. The pattern of laptop ownership changed even more dramatically over this timeframe. In 1999 only 14% of students own a laptop, with this increasing to 82% in 2008, and 93% in 2013. By 2008 over half the students who owned a laptop (55%) regularly brought it to campus, with this increasing to 77% in 2013.

By 2008 nearly all students (94%) had access in the internet and email from their residence, while this question was not even asked in 1999. It was also not asked in 2013 - 2011 was the final year this question was asked, as at this time over 97% of students had responded in the affirmative for several years.

In 2008 students were also asked about the capabilities of devices other than their computer or laptop. At this time, 82% of students reported owning a device that could send and receive text messages, 65% owned a device that could play audio files, 38% video files, and 18% owned a device that could connect to a wireless network. In 2013, the question was worded slightly differently, asking students specifically about cell phones. At this time the percentage of students who owned cellphones that could send and receive text messages or audio files was very similar (81% and 63%, respectively). A higher percentage, however, owned a cell phone that could play video (51%) and a much higher percentage owned a cellphone that could connect to a wireless network.

These figures make it clear that the majority of today's students have access to a wide range of personal technology, and many bring laptops to campus. This personal access is, of course, in addition to the access to computer labs that students have on campus. The question those of us teaching these students have to ask ourselves is to what degree have we changed our teaching to match the changes in technology that these students have access to.

To what degree are we changed our teaching?

Access to the data has been provided by the University of Otago Information Technology Services Division, and support provided by two members of that division, Annemaree Senior, eLearning Service Co-ordinator, and Emerson Pratt, Manager, Teaching and Learning Facilities.

Contact Dr. Keryn Pratt @ [keryn.pratt@otago.ac.nz](mailto:keryn.pratt@otago.ac.nz)



## DEANZ President's Column: Open, Flexible and Distance Learning Moving Centre Stage

Professor Mark Brown, Massey University  
Director, National Centre for Teaching and Learning

Mark Brown is pleased to jointly provide this report to DEANZ members with support from immediate Past President Niki Davis about the various aspects of DEANZ activities since the previous AGM, which was held at the DEANZ conference on 12 April 2012.

### 1. Executive Committee Retreat

On 25<sup>th</sup> February 2013 members of the Executive Committee met in Wellington for a full-day retreat to discuss the future of DEANZ. One of the outcomes of this retreat was the appointment of Mark Brown as President, with Niki Davis stepping aside due to taking on a new role at Canterbury University.

### 2. Rebranding of DEANZ

Another major outcome of the retreat was a unanimous decision by the Executive Committee to rebrand DEANZ as The New Zealand Association of Open, Flexible, and Distance Learning. The current DEANZ acronym was retained as an abbreviated name for the Association because it has a long history and is widely known in the Education sector. The decision to adopt a new title for the Association was influenced by the number of members whose interests were not restricted to distance learning and the increasing convergence between open, flexible and distance forms of learning. The Association's new name was taken from the title of the DEANZ journal and the official Constitution will be amended accordingly.

### 3. Strategic and Operational Plans

Following the retreat a new Strategic Plan was developed to more clearly identify the objective of DEANZ. The objective is "To foster high standards in

the practice of open, flexible and distance learning in New Zealand."

An Annual Plan was then developed to operationalise this Objective based around three strategic initiatives:

1. To build and maintain a vibrant **community** of New Zealand educators.
2. To make a significant **contribution** to research and practice in the area of open, flexible and distance learning.
3. To develop **connections** and strong relationships with relevant national and international agencies and professional bodies working in the area.

Mark Brown  
updates us on  
recent DEANZ  
events

### 4. Communication Plan

Communication with and between members is an important part of ensuring that DEANZ fosters a vibrant community of practice for professionals working in open flexible, and distance learning. For this reason a Communications Working Group was established after the retreat to evaluate current communication channels and to explore how DEANZ could make more effective use of social media. A formal Communication Plan was developed and approved by the Executive Committee in June 2013 and under the leadership of Vasi Doncheva DEANZ now has the following accounts:



Twitter <https://twitter.com/DEANZconnect>

Facebook <https://www.facebook.com/DEANZconnect>

LinkedIn [http://www.linkedin.com/groups/](http://www.linkedin.com/groups/DEANZ-5070477?trk=myg_ugrp_ovr)

[DEANZ-5070477?trk=myg\\_ugrp\\_ovr](http://www.linkedin.com/groups/DEANZ-5070477?trk=myg_ugrp_ovr)

DEANZ Digest <http://www.scoop.it/t/deanz-digest>

The above sites have yet to be widely promoted to members as the Working Group is still finalising their look and feel, and how they will be used as part of an integrated communication strategy. In the meantime, we invite members to visit the sites and to provide relevant feedback to the Executive Committee.

[The DEANZ website](#) has continued its development thanks to Kathryn MacCallum and we are currently exploring redesigning the site in Word Press. The redevelopment of the website is an important component of the new Communication Plan and we expect to undertake significant enhancements over the next 12 months.

**The DEANZ Email List** <[members@deanz.org.nz](mailto:members@deanz.org.nz)> is an important communication channel for members but over the last 12 months this has not been used as well or frequently as it could be. We encourage DEANZ members to post relevant messages and announcements to the email list.

[The DEANZ Magazine](#) continues under the co-editorship of Nick McGuigan and Thomas Kern. Our professional magazine provides a key forum to let members know about your activities and it is a valuable voice for DEANZ. Nick leads the production well despite challenges of working outside New Zealand. However, the sustainability of the DEANZ Magazine is currently being evaluated as we explore various options including an electronic digest and the use of social media. In the meantime, we can all help maintain the value of the Magazine by providing Nick and Thomas with copy that reports on the diverse activities in which DEANZ members are engaged. Send your contributions to: [nicholas.mcguigan@mq.edu.au](mailto:nicholas.mcguigan@mq.edu.au)

**Several DEANZ webinars** have been provided to members. The webinars that have been a feature of DEANZ work over the past four or five years. Many sponsored by the [University of Canterbury e-Learning Lab](#) and most recently one in collaboration with [Elnet](#). We look forward to more guests and hosts coming forward to present professional development and research through the DEANZ webinar series.

DEANZ also continues to communicate about flexible, open and distance learning with a wider audience. Over the last year several media releases and official submissions have been written about topical issues relevant to DEANZ members, including a paper sent to the Parliamentary Inquiry on Digital Learning and an opinion piece in the recent Ministry of Education report on e-Learning in the Tertiary sector.

## **5. Membership**

DEANZ currently has 126 members. This is a significant increase from the same time last year. Several new categories of institutional membership were developed in 2012 and we anticipate with further promotion these will help to increase the membership base of DEANZ.

## **6. Collaborative Links**

DEANZ is an active member of the National Tertiary eLearning Reference Group (TeLRG) jointly convened by Ako Aotearoa and the Ministry of Education, represented by your President. TeLRG membership has enabled DEANZ to influence policy, the scope of major literature reviews, and important decisions about research funding, which collectively helps to better inform our work.

DEANZ has a close relationship with Ako Aotearoa and over the last six recent months we have been discussing offering a series of jointly branded professional development workshops for tertiary educators. A funding bid has also recently been submitted by DEANZ to Ako Aotearoa to develop a number of online professional development modules.

At last year's conference, DEANZ signed a Memorandum of Agreement (MoU) to collaborate with the Open and Distance Learning Association of Australia (ODLAA). This year DEANZ is working towards signing an agreement with the Australasian Society for Computers in Learning in Tertiary Education (ascilite) and we have already agreed to be joint GOLD sponsors of this year's Shar-e-Fest Conference in Hamilton.

## 7. Journal of Open, Flexible and Distance Learning

JOFDL is our peer reviewed and flagship journal and we thank Mark Nichols and Ben Kehrwald for their work and leadership as editors. We also thank Julie Mackey for her work as Reviews Editor. Towards the end of 2012 the Executive Committee commissioned an independent SWOT report on JOFDL by Professor Peter Albion from the University of Southern Queensland. This report provided an excellent platform for thinking about the future of JOFDL and has informed a number of recent and planned initiatives. The intention in the next month or so is to call for expressions of interest for a new chief editor and two associate editors to ensure the sustainability of the journal. Terms of Reference for a Journal Management Group has also been developed to ensure there is a strong relationship between the new editors and the DEANZ Executive. In the meantime, a Special Issue was recently published on Primary and Secondary Distance Education and we encourage DEANZ members to share details of the journal's open access website to help raise the profile and increase the readership of JOFDL.

## 8. Conferences

Our thanks to Mark Nichols for leading such a successful 2012 conference which we are pleased to report made a small profit. Michael Campbell is convening the 2014 DEANZ Conference, scheduled for April in Christchurch. More information about the conference will be available over the next few months.

## 9. Research

DEANZ was fortunate to win two research contracts that have informed our work and service nationally

and internationally, one for the schooling sector and the other for the tertiary sector since 2012: The Ministry of Education Virtual Learning Network commissioned DEANZ under the leadership of Derek Wenmoth to research and collect **illustrations for the Learning Communities Online Handbook**. Derek and Niki continue to disseminate this research with Michael Barbour.

DEANZ 2016 project: Ako Aotearoa provided network funding to permit DEANZ to respond to Peter Coolbear's challenge issued at the end of our 2010 conference. Our DEANZ 2016 project has continued its work most recently with a dissemination slot at the 2013 HERDSA conference that Niki Davis led. We commend the resources of this project to members and they are easily accessed on the Ako Aotearoa web site:

<http://ako.aotearoa.ac.nz/projects/2016-scenario-guide-effective-tertiary-education-new-zealand>

They are also part of the resources in an OERu MOOC led by Niki and Wayne Mackintosh which started at the end of July.

[http://wikieducator.org/Scenario\\_planning\\_for\\_educators](http://wikieducator.org/Scenario_planning_for_educators)

Lastly, DEANZ is also involved in supporting an independent report looking at the challenges and opportunities that new models of online learning offer the tertiary sector both nationally and internationally. This report is likely to be published later in the year.

## 10. Thanks

Finally, we would like to thank the outgoing Executive for their work and commitment to DEANZ and encourage the new Executive to continue to make the rebranded New Zealand Association for Open, Flexible, and Distance Learning a relevant and vibrant organisation for educators working in the area. We believe DEANZ is well positioned to grow as a valuable professional body and has a strong future.

Mark Brown and Niki Davis, August 2013



## Journal of Open, Flexible and Distance Learning

There is a plethora of literature released about open, flexible, and distance learning in a continuous stream. It's often difficult to identify articles that might be worth picking out, or recent themes in literature that might be topical. Mark Nichols, DEANZ Executive member and Executive Director Faculty at Open Polytechnic, has made some interesting recommendations.

I recently finished *How Learning Works*, a research-based presentation of teaching principles. It is one of the better books I've read on education and comes highly recommended!

Meta-studies and future speculation:

- o The Ministry of Education has released an annotated bibliography of literature related to e-learning implementation (<http://www.educationcounts.govt.nz/publications/ict/organisational-approaches-to-e-learning-in-the-tertiary-sector>). The review features 110 articles published between 2004 and 2010.

- o Rushby, N. (2013). The Future of Learning Technology: Some Tentative Predictions. *Educational Technology & Society* 16(2), 52–58. Retrieved from [http://www.ifets.info/journals/16\\_2/5.pdf](http://www.ifets.info/journals/16_2/5.pdf). Nick Rushby is the editor of the *British Journal of Educational Technology*, so has an excellent perspective on learning technology and its direction. His 42-year history in the field adds to the depth of his analysis... a sobering and worthwhile read!

- o Somewhat more optimistic is the 2013 report, “An Avalanche is Coming”, an essay by Michael Barber, Katelyn Donnelly, and Saad Rizvi (available from [http://www.ippr.org/images/media/files/publication/2013/04/avalanche-is-coming\\_Mar2013\\_10432.pdf](http://www.ippr.org/images/media/files/publication/2013/04/avalanche-is-coming_Mar2013_10432.pdf)). This MOOC-fuelled warning nicely summarises the perspective of many who see the current education system as unsustainable and vulnerable to complete overhaul. Try the Executive Summary; it gives plenty to think on.

- o Spector, J. M. (2013). Emerging Educational Technologies and Research Directions. *Educational Technology & Society* 16(2), 21–30. Retrieved from [http://www.ifets.info/journals/16\\_2/3.pdf](http://www.ifets.info/journals/16_2/3.pdf). This article is an insightful and critical evaluation of the likely influence of emerging education technology on actual education practice.

- o West, R. E. and Borup, J. (2013), An analysis of a decade of research in 10 instructional design and technology journals. *British Journal of Educational Technology*. doi: 10.1111/bjet.12081. The analysis overviews literature from 2001 to 2010. Perhaps unsurprisingly, the findings note that “there is a strong emphasis in the field on technology-related issues, distance education, communication strategies and instructional methods.” Some good articles are highlighted, and leading authors from the decade are identified. The findings are also interesting to compare with those mentioned in Rushby's article above.

Various articles on open education and MOOCs:

- o Baek, E., & Monaghan, J. (2013). Journey to textbook affordability: An investigation of students' use of eTextbooks at multiple campuses. *The International Review Of Research In Open And Distance Learning*, 14(3), 1-26. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1237>. The article found that students appreciate online textbooks (the online as opposed to print editions). Perhaps unsurprisingly, “students most liked the eTextbook's cost, accessibility, light weight, and keyword search features.” With only a 34% student satisfaction rating, though, it seems eTexts still have a way to go!

- o Deimann, M., & Farrow, R. (2013). Rethinking OER and their use: Open education as Bildung. *The International Review Of Research In Open And Distance Learning*, 14(3), 344-360. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1370/2542>. Deimann & Farrow suggest the concept of Bildung (self-cultivation) as a foundational theory for Open Education Resources (OERs). Is this a suitable foundation for education?

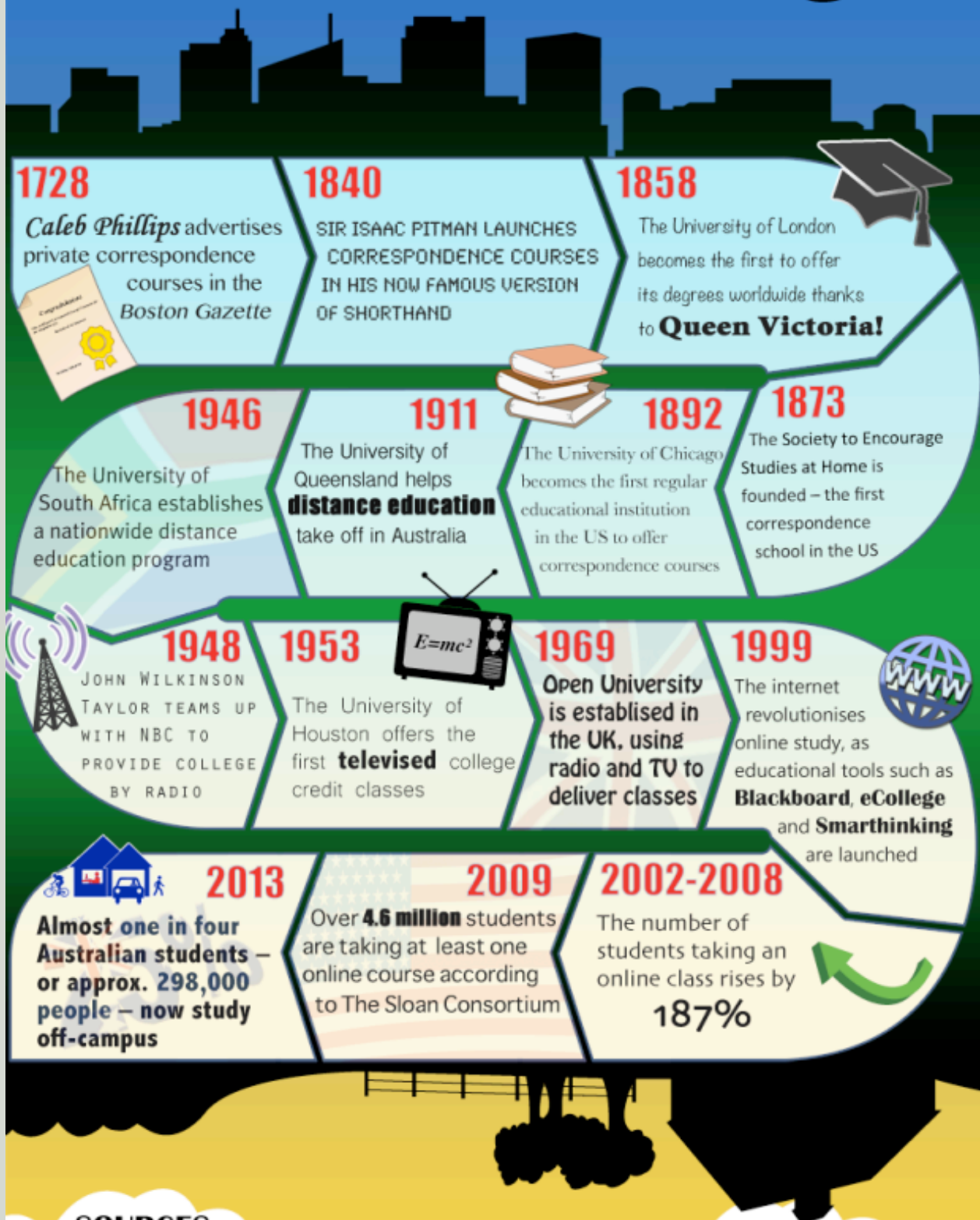
- o Lindshield, B.L., & Adhikari, K. (2013). Online and Campus College Students Like Using an Open Educational Resource Instead of a Traditional Textbook. *Journal of Online Learning and Teaching* 9(1), 26-39. Retrieved from [http://jolt.merlot.org/vol9no1/lindshield\\_0313.htm](http://jolt.merlot.org/vol9no1/lindshield_0313.htm). The title says it all... Online students appreciated the text more, though both online and campus students rated the online textbook more favourably.

- o Liyanagunawardena, T., Adams, A., & Williams, S. (2013). MOOCs: A systematic study of the published literature 2008-2012. *The International Review Of Research In Open And Distance Learning*, 14(3), 202-227. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1455>. The article reviews some 45 peer-reviewed papers on the subject of MOOCs, from 2008-2012; a must-read for anyone seeking to research this area, or seeking an authoritative overview of literature.

- o Rhoads, Robert A., Jennifer Berdan, and Brit Toven-Lindsey. “The Open Courseware Movement in Higher Education: Unmasking Power and Raising Questions About the Movement's Democratic Potential.” *Educational Theory* 63, no. 1 (2013): 87–110. doi: 10.1111/edth.12011. This article provides a critical analysis of the epistemology and ideology of the OCW movement. What is the philosophical price we are prepared to pay in the name of open education?



# The history of Distance Learning



## SOURCES

1. [https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)
2. <http://www.londoninternational.ac.uk/our-global-reputation/our-history/timeline>
3. <http://www.xtimeline.com/timeline/Distance-Education-written-and-computer-based>
4. [http://www.cica.org.au/uploads/Research%20docs/Gratten%20report%20mapping\\_higher\\_education.pdf](http://www.cica.org.au/uploads/Research%20docs/Gratten%20report%20mapping_higher_education.pdf)



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Courses & Career Resources  
<http://www.careerfaqs.com.au>

Source: <http://www.edudemic.com/2013/09/the-evolution-of-distance->

## OPEN, FLEXIBLE AND DISTANCE LEARNING: WHERE IS THE “E” IN ENGAGEMENT?

*The DEANZ14 Conference looks set to seriously rock Christchurch next April with an extremely engaging and stimulating program..... be sure to save the date!*

Celebrating  
Excellence

The biennial DEANZ conference provides a unique opportunity to network with a diverse range of participants from different organisations which make up the open, flexible and distance learning sector in New Zealand, the Pacific Rim and beyond. We expect over 200 academics, teachers, librarians, instructional designers, trainers and public and private sector staff to attend, so it provides an excellent opportunity to network and learn from the latest developments and ideas in open, flexible and distance learning from both researchers and practitioners.

DEANZ continues its long-standing bi-annual conference series in 2014, bringing together leading international and local keynotes, invited speakers and professionals from across New Zealand for three days of stimulating engagement. The 2014 event will be held in Christchurch, the South Island of New Zealand's major city. The venue for this conference is the New Zealand College of Early Childhood Education, a purpose-built early childhood education initial teacher education college in the northern suburbs of Christchurch. Plenary sessions will be held in the adjacent North City Community Auditorium with a seating capacity of over 400.

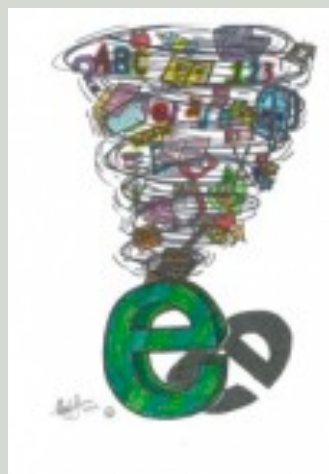
The conference theme is “Open, Flexible and Distance Education: Where is the “e” in engagement?” The theme encourages us to discuss, debate and analyse

how students engage with open, flexible and distance education.

The programme will encourage shared practice, and critical and constructive perspectives on open, flexible and distance education at all educational levels, and in the broader training sector. Key conversations will also take place related to the application of technology to education, blended teaching and learning, and instructional design. Internationally renowned keynotes are being approached for their contributions to the event. Special interest groups will engage educators with similar interests to network and dialogue and the social event – a debate on the theme of gaming and education will no doubt stimulate analysis of the conference theme.

I am sure you will find this event an excellent opportunity to meet new people, learn new approaches, and improve your own practice. I invite you to take up the opportunity to attend and participate in the 2014 DEANZ conference, and look forward to meeting you in Christchurch in April 2014. Remember too that the more you put in, the more you get out so please consider contributing to the conference.

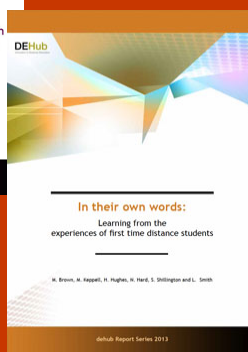
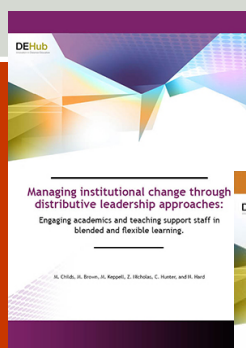
Michael Campbell  
Innovation Manager, New Zealand College of Early Childhood Education  
Conference Convenor, 2014 DEANZ Conference.



### New Publications you should be aware of.

dehub *Innovation in distance education*, University of New England has recently released two interesting reports.

The first *Managing Institutional Change through Distributive Leadership Approaches* provides sound advice for managers sailing a course of change.



The second *In their own words Experiences of First-time distance learners* sets out to improve the student experience in distance education through targeted support at all stages of the study lifecycle.

For more information and to download a copy of each of these publications navigate to <http://www.dehub.edu.au/>



## Derek's Blog

Derek Wenmoth, DEANZ Executive Member updates us on digital literacy of young adults and why attention to further developing digital literacy is critical ... through his blog "Why Digital Literacy is so Important" <http://blog.core-ed.org/>

I'm currently contributing to a reference group that is working on developing a strategic document around the development of digital literacy for all NZ students, as an embedded and fully integrated disposition required to function effectively as a learner and a citizen in the third millennium.

Like similar groups that are tackling this issue – from school staffs through to governments and NGOs – there's a continuum of things to address, from a focus on the ability to use digital technologies effectively (skills) through to the issues around responsible use and safety etc. (citizenship).

A couple of months ago, the PEW Research Centre published a report titled "[Teens and Technology in 2013](#)" in which they explored technology use among 802 youth ages 12-17 and their parents. The slideshow above was created by Kristin Purcel to present the key findings of this report, and outlines 10 important facts we should know about today's teens.

1. Among Teens 12-17, social network site growth has slowed particularly Facebook, but Twitter use is growing rapidly.
2. Today's teens are sharing more personal information online than teens have in the past
3. Today's teens do care about online privacy
4. Today's teens do take active steps to manage their online reputations
5. Parents of teens are very aware that online content can impact their teens' lives
6. Most teens educational environment include the use of at least some digital technologies

7. The internet has fundamentally altered how teens do research, but not necessarily for the worse
8. Digital tools can benefit kids' writing skills and abilities according to teachers.
9. Teachers are divided as to whether "digital natives" are all that unique.
10. A digital divide persists in the area of educational and technology

As educators we have a responsibility to explore how these sorts of findings are relevant in our context, and to consider how we must respond if we're to make our educational offerings relevant to today's learners. Further, we have a responsibility to ensure that both what we are teaching and how we are teaching it is modelling the sorts of knowledge and behaviours that will prepare our young people to live as confident, capable and connected learners in their future lives and careers.





## DEANZ Communication Plan 2013-2015

The DEANZ Executive provide you with the following revised communication strategy. The mission of DEANZ is to foster high standards in the practice of open, flexible and distance learning in New Zealand. This mission is operationalised through three key strategic objectives:

1. To build and maintain a vibrant **community** of New Zealand educators;
2. To make a significant **contribution** to research and practice in the area of open, flexible and distance learning;
3. To develop **connections** and strong relationships with relevant national and international agencies and professional bodies working in the area.

ACTIVITY	VALUE PROPOSITION	TARGET AUDIENCE	WHERE	WHEN	WHO
<b>1. DEANZ a is vibrant community of New Zealand educators at the forefront of open, flexible and distance learning</b>					
Annual Conference	Opportunity to network with other New Zealand educators and industry stakeholders	All members Non members	Strategically located to promote attendance and ensure viability	Biennially in April/May	DEANZ Executive Committee Conference Committee
Shar-e-Fest	Opportunity to network with other educators in the upper North Island	Members in the upper North Island Non members	Hamilton	Annually in September or October	Shar-e-Fest Committee DEANZ Executive Committee
National Symposium	Opportunity to explore a timely issue or topic	All members Non members	Auckland, Wellington or Christchurch	Biennially in April/May (alternates with conference)	DEANZ Executive Committee Ako Aotearoa
Regional Workshops	Opportunity to participate in professional development related to key issues/themes	Members in specific regions Non members	Strategically located in major cities and regions according to demand in partnership with Ako Aotearoa	Annually	DEANZ Executive Committee Ako Aotearoa
DEANZ Website	A website that contains valuable information and links related to open, flexible and distance learning	All members Non members	Website	At least monthly updates	Communications Officer
DEANZ Digest	A bulletin with short news item from within New Zealand and around the world	All members	Email Archived on website	Monthly	Communications Officer Note: Template for DEANZ e-News needs to be developed
DEANZ Magazine	A newsletter with brief articles and stories from DEANZ members	All members	Email Archived on website	Twice yearly	Magazine Editor– Nick McGuigan
Twitter	Regular tweets to followers with news items and links to relevant developments	All members Non members	Twitter	At least one tweet per week	Social Media Coordinator Note: Twitter account needs to be created using a generic DEANZ email address along with our logo
Facebook LinkedIn	A forum for sharing ideas and discussion on relevant issues/topics	All members	Facebook (and/or LinkedIn)	At least one posting each week which can come from a linked account with Twitter	Social Media Coordinator
Member Listserv	A forum for sharing notices and major new items to members	All members	Email	At least one notice each month	Communication Officer
Welcome Pack for New Members	Information on the benefits and opportunities available to members	New Members	Sent via email	Monthly	Membership Officer

2. DEANZ is committed to making a significant contribution to research and practice in the areas of open, flexible and distance learning					
Journal of Open, Flexible and Distance Learning (JOFDL)	A highly respected journal with a strong editorial board which publishes relevant research and practice articles	All members Non Members	Online	Two issues per year	Editorial Team JOFDL Management Group
Conference	Opportunity to share and disseminate research and e examples of practice.	All members Non Members	Strategically located to promote attendance and ensure viability	Bi-annually in April/May	DEANZ Executive Committee Conference Committee
Webinars	Opportunity to hear about new research and practice initiatives in the field	All members	Online	At least five each year	Assigned DEANZ Executive Committee Member -
Research Projects	Opportunity for DEANZ to undertake relevant research projects	Relevant members	As appropriate	As appropriate	President Alliances Officer DEANZ Members
Peer Review Service for Grant Applications	Opportunity to have grant applications peer reviewed and potentially endorsed by DEANZ	All Members Institutional Members	Email	On Demand	Assigned DEANZ Executive Committee Members
Events Calendar on Website	A list of forthcoming events and conferences for the dissemination of research	All Members Non Members	Website	Updated every six months	Assigned DEANZ Executive Committee Member
Links to Open Access Journals on the Website	A list of open access journals that publish research on the use of educational technology	All Members Non Members	Website	Updated annually	Assigned DEANZ Executive Committee Member
Press Releases	Press statements on topical issues that concern DEANZ members and the sector at large	All Members Non Members	Circulated to press Email List Website	As appropriate	Assigned DEANZ Executive Committee Member President
Workshops on how to Publish and Evaluate Project Initiatives	Opportunity to hear from experienced editors and researchers on how to publish and evaluate project initiatives	Early Career Members All Members	Conference Regional Workshops	Bi-annually	Editorial Team JOFDL Management Group
DEANZ Weekly	Aggregated source of research and practice initiatives from around the world	All members Non Members	Link on website to 'DEANZ Weekly' based on something like <a href="http://paper.li/">http://paper.li/</a>	Weekly	Social Media Coordinator
DEANZ Digest	Aggregated source of research and practice initiatives from around the world - ScoopIT	All members Non Members	Link on website to ScoopIT webpage <a href="http://www.scoop.it/">http://www.scoop.it/</a>	At least monthly updates	Social Media Coordinator
DEANZ Innovation Awards	Recognition of innovation and excellence by DEANZ members	All members	Conference Symposium Newsletter Website	Annually	Awards Sub Committee
Best Paper Awards	Recognition of high quality scholarship in JOFDL	Authors published in JOFDL	Journal Conference DEANZ Magazine Website	Bi-annually	Editorial Team JOFDL Management Group

Life Members	Recognition of DEANZ members who have made a significant contribution to the field	Nominated DEANZ members	Conference DEANZ Magazine Website	When appropriate	DEANZ Executive Committee
<b>3. DEANZ is committed to developing connections and strong relationships with relevant national and international agencies and professional bodies working in the area</b>					
Membership of Tertiary eLearning Reference Group (TeLRG)	Opportunity to influence policy and provide information on Ministry of Education and wider sector initiatives	Executive Committee All Members	Executive Committee Meetings DEANZ e-News DEANZ Magazine	At least twice yearly	President
Relationship with Ako Aotearoa	Opportunity to influence policy and provide information on Ako Aotearoa initiatives	Executive Committee All Members	Executive Committee Meetings DEANZ e-News DEANZ Magazine	As appropriate	President Alliances Officer
NZATD	DEANZ is part of a wider New Zealand community	All Members	Link to NZATD on website	Annually	President Alliances Officer
MOU with ascilite	DEANZ is part of a wider Australasian community	All Members	Links to ascilite and journal on website Shar-e-Fest partnership	Annually	President Alliances Officer NOTE: MOU to be signed in 2013
MOU with ODLAA	DEANZ is part of a wider Australasian community	All Members	Link to ODLAA and journal on website	Annually	President Alliances Officer
MOU with ELGNET	DEANZ is part of a wider Australasian community	All Members	Link to ELGNET on website	Annually	President Alliances Officer
MOU with EDEN	DEANZ is part of a wider international community	All Members	Link to EDEN and journal on website	Annually	President Alliances Officer
Membership of International Council for Open and Distance Learning (ICDE)	DEANZ is part of a wider international community	All Members	Link on website to ICDE DEANZ e-News DEANZ Magazine	Annually At least twice yearly	President Alliances Officer
<b>4. DEANZ is led by an Executive Committee committed to enhancing the value of services, resources and opportunities for members</b>					
Member Profiles on the Website	Evidence of the leadership available to members	All Members	Website DEANZ Magazine		Communications Officer Magazine Editor– Nick McGuigan
Regular Updates from the Executive	Regular updates from the Executive which keep members informed	All Members	DEANZ e-News DEANZ Magazine	Monthly Twice yearly	Communications Officer Magazine Editor– Nick McGuigan
Executive Committee Meetings	Regular meetings of the DEANZ Executive Committee	Executive Committee Members	Phone meetings In person retreat	Monthly Annually	President DEANZ Executive Committee
Annual Report	Annual report informing members of major accomplishments	All Members	Email Conference	Annually	President DEANZ Executive Committee
AGM	Annual General Meeting to inform members of DEANZ activities	All Members	Conference Online	Annually	President DEANZ Executive Committee

## Distance Education Snippets

Scouring the world wide web in order to bring you the latest news in distance education related events, conferences, seminars, workshops and book reviews.

### Upcoming Events

#### 19th International Conference on Technology Supported Learning & Training

04 - 06 December 2013, Berlin, Germany.

<http://www.online-educa.com/the-conference>

#### 3rd International Conference on Educational and Information Technology (ICEIT) 2014

10 - 12 January 2014

Toronto, Canada.

<http://www.iceit.org/>

#### EMOOCs 2014, the Second MOOC European Stakeholders Summit

10 - 12 February 2014

Co-hosted by Ecole Polytechnique Federale de Lausanne (EPFL) and P.A.U. Education. Lausanne, Switzerland.

<http://www.emoocs2014.eu/>

#### 3rd International Conference on E-Learning and E-Technologies in Education (ICEEE2014)

18 - 20 March 2014

Asia Pacific University of Technology and Innovation (APU), Kuala Lumpur, Malaysia.

<http://sdiwc.net/conferences/2014/iceee2014/>

#### 7th Annual Sloan-C International Symposium for Emerging Technologies for Online Learning

09 - 11 April 2014

Sheraton Dallas Hotel, Dallas, Texas, United States of America.

<http://sloanconsortium.org/conference/2014/et4online/welcome>

#### DEANZ Conference 2014

30 April - 2 May 2014

Christchurch, New Zealand.

<http://www.deanz.org.nz/home/>

#### 5th International Future-Learning Conference on Innovations in Learning for the Future 2014:e-Learning

15 - 17 May 2014

Antalya, Turkey.

<http://fl2012.istanbul.edu.tr/>

#### International Conference on E-Learning in the Workplace



Keeping  
you  
informed

#### (ICELW) 2014

11 - 13 June

2014

New York, United States of America.

<http://www.icelw.org/>

#### 8th International Conference on Complex, Intelligent and Software Intensive Systems (CISIS) 2014

02 - 04 July 2014

Birmingham City University, Birmingham, United Kingdom.

<http://voyager.ce.fit.ac.jp/conf/cisis/2014/>

#### 4th Annual International Conference on Education & E-Learning EeL 2014

18 - 19 August 2014

Bangkok, Thailand.

<http://www.e-learningedu.org/>

### DEANZ MEMBERSHIP

As a member you will be joining a growing national and international distance and open learning community.

DEANZ provides you with three types of publications a year. These include: the Journal of Distance Learning, an international, referred, high quality journal published

annually; the DEANZ magazine, published quarterly, keeping you up-to-date with national and local activities and developments; and a biennial membership directory.

As a member you will be eligible to apply for the DEANZ Award, find out first about the DEANZ biennial conference and attend various

DEANZ seminars and workshops held annually.

So what are you waiting for, grab your nearest and dearest colleagues, friends, workmates, clients, and spread the word.... it is only \$60 for individual members!

SIGN UP now @ [www.deanz.org.nz](http://www.deanz.org.nz)